Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Muir Charter Schools	RJ Guess CEO	rjguess@johnmuircs.com 530.272.4008

Acronyms in Use Throughout Document:

ADA - Average Daily Attendance
CAASPP - (11th Grade; ELA & Math) California Assessment of Student Performance and Progress (State Standardized Assessments) CAST - California Science Test (12th Grade)
CTE - Career and Technical Education
DASS - Dashboard Alternative School Status
DOR - Department of Rehabilitation
EL - English Learner
ELPI - English Learning Performance Indicator (CA School Dashboard)
ELA - English Language Arts
GLE - Grade Level Equivalent
PD - Professional Development
PLC - Professional Learning Community
SSCE - State Seal of Civic Engagement (Student Diploma Seal)
SWD - Students With Disabilities
TOSA - Teacher on special assignment
WBL - Work-based Learning (California Conservatin Corps & Local Certified Corps Partner Programs)

Goal 1

Goal Description
Ensure equitable access and focus on barrier removal to standards-based academic materials and resources, career and college readiness, language and literacy development, socio-emotional support services and activities, enrichment opportunities, and CTE pathways to address the unique needs and challenges of Socio-economically Disadvantaged students, which are 97% of all JMCS students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth, with the intent to promote academic success, access to meaningful career choices, social mobility, and holistic well-being.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	4A - Academic Performance Indicator - ELA, Math & CAST	ELA CAASPP 8.47% of students met or exceeded standards 22.03% of students scored standard nearly met (2022-23) (DataQuest) Math CAASPP 0% of students met or exceeded standards 7.41% of students scored standard nearly met (2022-23). (DataQuest) CAST 13.33% of students met or exceeded standard 53.33% of students scored standard nearly met (2022-23) (DataQuest)	ELA CAASPP 9.93% of students met or exceeded standards 24.11% of students scored standard nearly met (2023-24) Math CAASPP 1.45% of students met or exceeded standards 8.7% of students scored standard nearly met (2023-24) CAST 10.81% of students met or exceeded standard 75.68% of students scored standard nearly met (2023-24)		ELA CAASPP 13.92% of students met or exceeded standards 14.56% of students scored standard nearly met (2024-25) Math CAASPP 6.29% of students met or exceeded standards 8.81% of students scored standard nearly met (2024-25) CAST 32.66% of students met or exceeded standard 53.29% of students scored standard nearly met (2024-25)	ELA CAASPP 12% of students met or exceeded standards 30% of students scored standard nearly met Math CAASPP 8% of students met or exceeded standards 12% of students scored standard nearly met CAST 18% of students met or exceeded standard 60% of students scored standard nearly met
1.2	7A - Students Have Access to a Broad Course of Study	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.		100% of students have access to a broad course of study.	100% of students have access to a broad course of study.
1.3	8A - Local measures of academic growth (i.e. Renaissance STAR) for ELA and Math GLE Growth;	ELA GLE Growth .5 (2023-24)	ELA GLE Growth .8 (2024-25)		Data Not Yet Collected	Annual ELA GLE Growth .7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	average credits earned in core subjects and vocational education	Math GLE Growth .7 (2023-24) Avg credits Earned (Core Subject & Voc Ed): 20.4 (2023-24)	Math GLE Growth .8 (2024-25) Avg Credits Earned Core Subjects: 14.58 Avg Credits Earned Voc Ed: 15.06 (2024-25)			Annual Math GLE Growth .8 Avg Credits Earned Core Subjects: 15 Avg Credits Earned Voc Ed: 15
1.4	3A, 6A - Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners	Staff: 87.3% score 4 or 5 on a scale of 1-5 on satisfied with employment at JMCS (2023-24) Students: 67.9% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals (2023-24) Parents: 90% score 4 or 5 on a scale of 1-5 rating their child's experience at JMCS (2023-24) Partners: 74.3% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals (2023-24) NOTE: This survey was adjusted in 2024-25 to capture data specific to goals & actions in 2024-27 LCAP. Percentage of respondents rating JMCS services 4 or 5 on a scale from 1-5.	Students: Overall 85.8% Career Prep 70.6% College Prep 66.9% Safety 88.7% Enrichment Activity 91.9% (2024-25) Staff: Employment Satisfaction 88.5% Safety 100% Academics 69.2% Advising for College/Career 73.1% Mental Health 75% PD for Academics 75% PD for EL Support 46.1% PD for SWD Support 51.9% (2024-25) Parents/Guardians: Career Prep 62.5% College Prep 75% Guidance 75% EL Support 62.5% SWD Support 62.5% Mental Health (Yes + Somewhat) 75% (2024-25) Partners:		Data Not Yet Collected	85% of respondents rate JMCS services 4 or 5 on a scale from 1-5.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Overall 94.1% Academics 100% Enrichment 70.6% EL Support 76.5% SWD Support 68.8% Advising for College/Career 76.5% Mental Health (Yes + Somewhat) 71% (2024-25)			
1.5	6B - Suspension and Expulsion Rate	.2% of students suspended (2022-23) 0% of students expelled (2022-23) (DataQuest)	.1% of students suspended (2023-24) 0% of students expelled (2023-24)		2.7% of students suspended (2024-25) 0% of students expelled (2024-25)	.2% of students suspended 0% of students expelled
1.6	5A - ADA Percentage	75% ADA (2023-24)	75% ADA (2024-25)		Data Not Yet Collected	80% ADA
1.7	4C - Career & College Indicator	Percentage of students score "Approaching Prepared" or "Prepared" in one or more of the following: CTE Pathway completion, SBAC, College Credit, AP, IB, UC/CSU Req, SSB, Leadership/Military Science, Registered Pre-Apprenticeship, Non-Registered Pre-Apprenticeship (DASS), State or Federal Job Programs, Transition Classwork and WBL Experiences 1.4% Approaching Prepared 0% Prepared (2022-23)	11.7% Approaching Prepared (2023-24) 9.8% Prepared (2023-24)		13.4% Approaching Prepared (2024-25) 20.7% Prepared (2024-25)	50% Approaching Prepared 25% Prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.8	6C - Student Climate/Equity Survey	All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.3, Female 4.16, Male 4.34, Hispanic 4.3, Black 4.47, White 4.42, EL 4.25 Belonging All 4.05, Female 4.01, Male 4.07, Hispanic 4.05, Black 4.13, White 4.0, EL 4.12 Self Efficacy All 4.34, Female 4.29, Male 4.36, Hispanic 4.34, Black 4.57, White 4.24, EL 4.34 Rigor All 4.01, Female 3.95, Male 4.03, Hispanic 4.01, Black4.15, White 4.05, EL 4.01 Hope All 4.38,Female 4.38, Male 4.38, Hispanic 4.38, Black 4.62, White 4.40, EL 4.41 (2023-24)	All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.42, Female 4.59, Male 4.36, Hispanic 4.49, Black 4.57, White 4.32, EL 4.50 Belonging All 4.11, Female 4.26, Male 4.05, Hispanic 4.17, Black 4.23, White 4.05, EL 4.21 Self Efficacy All 4.23, Female 4.28, Male 4.22, Hispanic 4.26, Black 4.44, White 4.21, EL 4.34 Rigor All 3.98, Female 4.04, Male 3.96, Hispanic 4.01, Black 4.16, White 4.00, EL 3.99 Hope All 4.33,Female 4.38, Male 4.30, Hispanic 4.33, Black 4.63, White 4.30, EL 4.44 (2024-25)		All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.41, Female 4.55, Male 4.36, Hispanic 4.34, Black 4.43, White 4.61, EL 4.43 Belonging All 4.09, Female 4.22, Male 4.05, Hispanic 4.09, Black 3.99, White 4.17, EL 4.11 Self Efficacy All 4.24, Female 4.26, Male 4.23, Hispanic 4.21, Black 4.30, White 4.30, EL 4.26 Rigor All 4.01, Female 4.09, Male 3.99, Hispanic 3.99, Black 4.04, White 4.21, EL 4.05 Hope All 4.30,Female 4.37, Male 4.30, Hispanic 4.33, Black 4.32, White 4.42, EL 4.32 (2025-26)	All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.3, Female 4.16, Male 4.34, Hispanic 4.3, Black 4.47, White 4.42, EL 4.25 Belonging All 4.05, Female 4.01, Male 4.07, Hispanic 4.05, Black 4.13, White 4.0, EL 4.12 Self Efficacy All 4.34, Female 4.29, Male 4.36, Hispanic 4.34, Black 4.57, White 4.24, EL 4.34 Rigor All 4.01, Female 3.95, Male 4.03, Hispanic 4.01, Black4.15, White 4.05, EL 4.01 Hope All 4.38,Female 4.38, Male 4.38, Hispanic 4.38, Black 4.62, White 4.40, EL 4.41
1.9	8B - DOR referral rate	0 % Percentage of eligible students referred to DOR DOR apps/UPP ADA (2023-24)	37.2% of eligible students referred to DOR (2024-25)		Data Not Yet Collected	85% of eligible students referred to DOR
1.10	4D - EL Progress Indicator	17.5% of all EL students making progress towards	32.6% of all EL students making progress towards		32.9% of all EL students making progress towards	40% of all EL students making progress towards English language proficiency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		English language proficiency (2022-23) 23.9% of all EL students progress at least one ELPI level or maintain ELPI level 4 (2022-23) 0% of LTEL students making progress towards English language proficiency (Data not reported until 2023-24) 100% of students given Initial ELPAC who are enrolled for greater than accumulative 30 days (2022-23) 82.8% ELPAC Summative Participation (2022-23)	English language proficiency (2023-24) 34.5% of all EL students progress at least one ELPI level or maintain ELPI level 4 (2023-24) 35% of LTEL students making progress towards English language proficiency (2023-24) 100% of students given Initial ELPAC who are enrolled for greater than accumulative 30 days (2023-24) 92.1% ELPAC Summative Participation (2023-24)		English language proficiency (2024-25) 33.3% of all EL students progress at least one ELPI level or maintain ELPI level 4 (2024-25) 35.7% of LTEL students making progress towards English language proficiency (2024-25) 100% of students given Initial ELPAC who are enrolled for greater than accumulative 30 days (2024-25) 94.5% ELPAC Summative Participation (2024-25)	40% of all EL students progress at least one ELPI level or maintain ELPI level 4 40% of LTEL students making progress towards English language proficiency 100% of students given Initial ELPAC who are enrolled for greater than accumulative 30 days 95% ELPAC Summative Participation
1.11	8C - Students earning the State Seal of Civic Engagement	6 students earn State Seal of Civic Engagement (2023-24)	9 students earn State Seal of Civic Engagement (2024-25)		Data Not Yet Collected	30 students earn State Seal of Civic Engagement
1.12	8C - Percentage of students receiving industry-aligned certifications (i.e. ServeSafe, OSHA 10, HAZWPR)(CCC Certs/CCC ADA	0% of students tracked receiving industry-aligned certifications (2023-24)	27.4% of students tracked receiving at least one industry-aligned certifications 14.7% receiving more than one industry-aligned certification (CCC program data only in 2024-25)		Data Not Yet Collected	25% of students receiving industry-aligned certifications

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.13	5B - High School Dropout Rate (may include students who graduated but were outside of the 4-5 Year Cohort)	33.5% Dropout Rate (2022-23) (DataQuest)	48.5% Dropout Rate (2023-24) (DataQuest)		35.9% Dropout Rate (2024-25) (DataQuest)	33.5% Dropout Rate (may include students who graduated but were outside of the 4-5 Year Cohort) (DataQuest)
1.14	5C - Chronic Absenteeism - Earle Jamieson site only	Data not reported until 2023-2024	Data not reported (too few students). (2023-24)		Data not reported (too few students). (2024-25)	TBD
1.15	8D - Internal Attrition Rate	31.3% Attrition (2023-24)	24.5% Attrition (2024-25)		Data Not Yet Collected	27% Attrition
1.16	2A - Percentage of students with access standards-aligned course materials	100% of students have access to standards-aligned course materials (2023-24)	100% of students have access to standards-aligned course materials (2024-25)		100% of students have access to standards-aligned course materials (2025-26)	100% of students have access to standards-aligned course materials

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Academic Programs and Schoolwide Professional Development** 1. In lieu of otherwise necessary cuts, maintain current staffing levels or increase academic support staff or digital resources to ensure student access to teachers for all core subjects as well as tutoring and/or teaching in remedial math, reading recovery, ESL or ELD in self-paced virtual, hybrid model, small group settings or 1:1. 2. Adopt or develop and implement curriculum to expand options that address basic skill remediation in ELA and Math and train teaching and academic support staff and teachers on proper implementation in order to improve student performance on internal and standardized academic achievement tests.	Yes	Partially Implemented	1.JMCS has retained staff that would otherwise be subject to reductions, or increased staff as allowable, to ensure necessary academic support. 2. JMCS has implemented new curriculum geared towards basic skills and ELD support, and has	1. Current staffing roles. 2. ELD/ESL training agendas (Director's meetings, JCMS Conference). 3. Training schedules and expenditures for new materials. 4. PD agendas, Director Meeting Agendas, ongoing meeting notes for PD planning.	$751,730.00	$229,587

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	3. Expansion of digital- and paper-based curriculum in all core subjects and CTE course materials, with a focus on rigor, engagement and cultural relevance. 4. PD Coordinator or other staff focused on development and expansion of curriculum & instruction practices that provides for a broad course of study and addresses student learning in core subjects, ethnic studies, as well as skills advancement for those struggling with literacy and/or numeracy.			commenced training on effective use of new instructional materials. 3. Digital and paper-based curriculum has been expanded, including access to all core subjects for college readiness. 4. The JMCS Student Services team has expanded workshops, discussion sessions, working groups, demonstrations, and more, which are included on the agendas during PD, Director Meetings, virtual curriculum check-ins, site-staff requested targeted support training, and as-needed support throughout the school year.			
1.2	**Guidance Counseling and College/Career Readiness**	Yes	Partially Implemented	1. Academic and Employability	1. Counseling services schedules and case notes.	1581809	$699700

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1. Hire three 1.0 FTE Academic and Employability Counselors to address the broad range of mental health services and guidance counseling for Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth 2 . In lieu of otherwise necessary cuts, maintain current staffing levels or hire .5 FTE TOSAs to support and track student progress towards career readiness and college preparation. 3. Expansion of CTE pathways, including opportunities for dual enrollment, internships with industry sector partners, and other activities to promote workforce readiness. 4.Expansion of Student Leadership and Civic Engagement program. 5. Expansion of A-G access for Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth. 6. Expansion of Arts programming to including but not limited to Studio Art, Dramatic Arts, Music, and Dance, including during summer school and after school. 7. Summer School expansion for Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth. (Adjusted from action 1.5 as in 2024-25 LCAP).			Counselors have been hired and are currently working with students. 2. JMCS has assigned 6 TOSAs to career and college advising positions who are meeting with students across the state. 3. CTE pathways now include certificated staff in Hospitality and Food Services, Construction, Ag Tech and Auto Diesel pathways. 4. JMCS continues to grow the number of students participating and completing Student Leadership and Advisory, and receiving the SSCE in 2026 as per the plan.	2. Tracking document and FAFSA completion. 3.CTE course enrollments w/ properly credentialed teachers. 4. Student leadership agendas, # of students completing State Seal of Civic Engagement. 5. A-G enrollment percentage, college enrollment. 6. Digital and Media Arts Intro Course outline, student completion of DMA CTE course. 7. Summer school enrollments, grades & credits earned.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				5. A-G access has been fully implemented, and staff continues to explore and employ strategies to address the academic needs of Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth.

6. Arts programming has continued to expand, with a number of sites receiving arts programming and/or participating in art-centered field trips.

7. Summer school was made fully available in the summer of 2025 to any site or student that expressed an interest. JMCS | | | |

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				will continue as needed in 2026.			
1.3	**Community Schools Services** 1. Expansion of annual conference with professional development and community building sessions addressed towards partnering agency staff, including training and exposure to trauma-informed practices, academic support strategies, culturally relevant and engaging practices, organizational communication, language acquisition for EL students, and "soft skills" training for students associated with career development. 2. Expansion of identification of resource needs by Community Resource Director to include mental health counseling screening, with follow-up for and follow-up at site level with JMCS and partner agency staff. 3. Community Schools Coordinators - expansion of EL Advisory and community services for Socio-Economically Disadvantaged students.	Yes	Partially Implemented	1. JMCS continues to host an annual PD conference based on identified PD needs as determined by input from staff, student/family and partner advisories. The goal of the conference is engage community partners to collaboratively and effectively meet academic needs all students. 2. Mental health screening continues to be a part of the enrollment process with sites that have access to extended services, and every student response is reviewed by the Student Support Services team	1. PD Conference Agenda, Survey Results (from 2025). 2.Counseling Services case management notes. 3. Student Services alerts, action notes.	335,616	$151,540

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				to ensure student mental health needs are met in a timely manner. Other sites have access through regular contact with the assigned counselor. The Student Services Director follows up on student enrollments for basic needs and provides communication around those to assigned staff. 3. Community Schools Coordinators have attend to the needs and connect students to services, particularly for the most vulnerable student groups, including Socio-Economically Disadvantaged students, homeless students, and EL students, and will conduct an EL Advisory later in spring.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	**Partner & Family Engagement and Outreach Initiatives** 1. 1. Expansion for professional development for educational partner staff that ensures proper adherence to laws and best practices for supporting Students with Disabilities as well as for EL students, Socio-economically Disadvantaged students, Hispanic students, Foster and Homeless Youth. 2.Host on-site events to actively involve the greater community that engages with JMCS students on a daily basis geared towards families and community members and designed to meet the needs and interests of the neighborhood, including food drives, fundraisers for a local charity or school event, games or themed social events. 3. Expand communication regarding school activities in a newsletter or meeting format across digital and print platforms to inform partners, students, staff and families, including opportunities to provide feedback on programming throughout the year. 4. 1.0 FTE Communications, Outreach & marketing director.	Yes	Partially Implemented	1. JMCS has continued to expand and provided resources in the form of staff-led workshops and communities of practice to engage JMCS partnering agencies in best practices for supporting Students with Disabilities. 2. Some on-site events have taken place, and through the spring site staff will be encouraged and supported in hosting more events. 3. Monthly newsletters are going out school-wide to all staff as well as to partnering agency staff; sites with large enrollment are also sending weekly bulletins designed to keep all staff informed. JMCS utilizes a school	1. Meeting agendas, PD agendas. 2. Event schedules and feedback surveys. 3. Newsletter copies. 4. Digital outreach, JMCS marketing materials generally available.	$238,327.00	$115029

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				messaging system through the SIS. This expansion allows for targeted communication for select audiences, including parents and students. 4. In order to promote JMCS programming, information and branding to target audiences there is now a full time Communications, Outreach and Marketing Director. There are a large variety of outreach methods being utilized, including through print and email promotions, social media and outreach to community-based organizations.			
1.5	**Equitable Access and Barrier Removal to Resources and Opportunities**	Yes	Fully Implemented	1. JMCS expanded food	1. Expenditures for food (Optimum foods,	$520,688.37	$275,134

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	1. Provide resources including access to food and food assistance programs, transportation, housing support services, and referrals to community resources, to meet basic needs and enhance participation and retention. 2.Expansion of access to necessary school programs and materials for all students, including career pathway completion, hands-on and project-based learning, enrichment activities and field trips that expose students to art, science and culture, instructional technology and assistive technology for students with disabilities, and PD targeted for the use of technology and materials appropriate for SWD as well as all students. 3. Summer School expansion for Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth.			options to include fresh foods to supplement the shelf-stable meals that meet federal nutrition guidelines, all of which are provided at no cost to students. Transportation assistance is offered, and made available where needed. 2. There has been a significant expansion of school activities and programs to ensure students have access to career pathway completion, hands-on and project-based learning, enrichment activities, instructional technology for all students, including and focused on SWD, and will continue to expand in this area. 3. Summer school was available for	Insta-Cart, other reimbursements). 2. Enrichment proposal forms, enrichment reports & artifacts (student work, photos, etc). 3. Summer school enrollments and credits/grades earned during summer term, students graduating after summer term.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				students with focus on Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth. JMCS will continue as needed in 2026.			
1.6	**Enhance Skills in Numeracy, Literacy & Language Development Support** 1. Increase staffing, or retain current staff in lieu of reductions, to provide targeted math and English language development (ELD) instruction tailored to the language proficiency levels and learning needs of EL students, including newcomers and long-term English Learners, as well as Socio-economically Disadvantaged students, Hispanic students, Students with Disabilities, Foster and Homeless Youth. 2. Expansion of numeracy, language and literacy enrichment programs and materials, including during summer, such as language and math tutoring, targeted literacy interventions, language labs, and conversational practice groups, to supplement classroom instruction and promote language fluency. 3. Expansion of services by certificated instructional staff to provide peer coaching on UDL best practices promoting literacy and language acquisition. 4. Expansion of professional development to enhance teaching and instructional support	Yes	Partially Implemented	1. JMCS will continue to seek and hire staff that is focused on supporting ELD and the language and literacy needs of students, including a TOSA with TESOL certification as well as bilingual staff in key areas. 2. JMCS continues to explore and offer program services on a limited basis, and is seeking to further expand where needed.	1. TOSA for EL Advising, training schedule for EL services, EL progress tracking implementation. 2. Math and ELA focus during after-school programming. 3. UDL Coach, meeting notes, training agendas during PD. 4. EL-focused curriculum training agendas, SPED-focused training agendas (behavioral supports), Student services PLC agendas & retreat.	$274,643.00	$117,543

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	staff knowledge and skill in addressing student skill in numeracy and literacy deficiencies across all core subjects for EL students, Socio-economically Disadvantaged students, Hispanic students, Students with Disabilities, as well as Foster and Homeless Youth			3. JMCS has engaged a TOSA for UDL coaching, and is working with the academic instructional team to collect data and provide coaching for teachers. 4. JMCS has targeted PD to supporting student learning, both through instruction-focused workshops and mentoring, as well as CoPs and mentoring to enhance effectiveness for teaching EL students, Socio-economically Disadvantaged students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth.			
1.7	**Culturally Responsive Curriculum and Materials** 1. Develop and implement culturally relevant curriculum materials, textbooks, and	Yes	Partially Implemented	1. JMCS is currently reviewing curriculum for	1. Curriculum lead meeting agendas, PD & Director meeting agendas and	$74,038.00	$30,843

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	instructional resources that reflect the diverse backgrounds and experiences of EL students, and in particular our Hispanic student group. 2. Expand professional development for JMCS staff and Partner agency staff during annual conference or through other workshops or conferences, on how to integrate multicultural literature, authentic texts, and multimedia content into the curriculum to engage EL students and foster pride in their cultural heritage and identity.			engagement and in response to staff and student advisories. The goal is to identify and implement culturally relevant curriculum materials, textbooks, and instructional resources that reflect the diverse backgrounds and experiences of EL students, and in particular our Hispanic student group. 2. Through the fall, the JCMS EL Advisor is doing observations and needs assessments for EL students to improve services for this student group. In addition, workshops are scheduled during the Feb conference to support JMCS and partnering agency staff in supported the	workshops to support implementation of new materials. 2. Conference Agenda highlighted workshops for partnering agency staff.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				needs of EL students, monitoring progress in ELD, and taking an assets-based approach to their rich cultural heritage.			
1.8	**English Learner Family and Community Engagement** 1. Part Time EL Family Engagement lead to establish outreach initiatives and parent engagement programs specifically tailored to the needs of EL families, including translation services, bilingual workshops, and culturally sensitive parent education sessions. 2. Collaborate with community organizations, cultural centers, and language support agencies to provide additional resources and support networks for EL students and their families. 3. Engage families through outreach emphasizing skill development in practically applied skills in reading and writing (i.e. reading for information, basic written communication applied to real-world settings such as access to services, family or personal budgeting, etc), as well as cultural social events that promotes appreciation and wonder about diverse customs and heritage	Yes	Partially Implemented	1. JMCS has an administrator part time filling the role of EL Family liaison to engage families as well as a TOSA who is acting as advisor part time to support student services and family communication regarding student progress. 2. This is another area that will be more fully explored during the spring of 2026. 3. JMCS has found it challenging to engage families to do fear regarding immigration status. JCMS has provided	1. TOSA for EL Advisory ongoing notes, event artifacts (agendas, survey responses, event photos, sign-in sheets), bilingual staff providing language services for family communication.	$114,038.00	$28,626

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				information to families, and will continue to explore appropriate outreach to the community.			
1.9	**Professional Development for Educators - English Learner Specific** 1. Offer ongoing professional development opportunities for teachers, administrators, partner agency and support staff on effective instructional strategies, assessment practices, SEL strategies and materials, and language acquisition theories for EL students. 2. Provide training on culturally responsive teaching practices, ethnic studies, linguistic diversity awareness, ethnic studies, and strategies for creating inclusive learning environments that value and affirm the linguistic and cultural assets of EL students.	Yes	Partially Implemented	1. JMCS has planned workshops during the Feb conference addressed towards meeting the needs of EL students specifically, including the structure and use of new curriculum, and graduation progress monitoring. 2. JMCS PD agendas from fall and into the Feb conference and spring PD will continue to incorporate all aspects of culturally responsive teaching practices, linguistic diversity awareness, and strategies for creating inclusive	1 & 2. Conference agendas, workshop and PD agendas throughout the year highlighting EL services, instructional materials, and progress monitoring.	$20,000.00	$10885

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				learning environments that value and affirm the linguistic and cultural assets of EL students.			

Goal 2

Goal Description
Within three years improve school academic performance and skill acquisition, graduation rate and career and college readiness for Socioeconomically Disadvantaged, EL, Hispanic, Students with Disabilities, Homeless and Foster Youth by addressing barriers to participation, mental health, and daily attendance, which effects all aspects of program success and improvement of outcomes. Within the timeframe JMCS intends a 3%-5% score increase across stated student groups in each of the identified areas: Academic Performance, Graduation Rate, Career and College Readiness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	1A - 100% of students have access to school facilities in good repair	100% of students have access to school facilities in good repair	100% of students have access to school facilities in good repair		100% of students have access to school facilities in good repair	100% of students have access to school facilities in good repair
2.2	6A - Student Equity Survey (disaggregated by available reporting groups)	All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.3, Female 4.16, Male 4.34, Hispanic 4.3, Black 4.47, White 4.42, EL 4.25 Belonging All 4.05, Female 4.01, Male 4.07, Hispanic 4.05, Black 4.13, White 4.0, EL 4.12 Self Efficacy All 4.34, Female 4.29, Male 4.36, Hispanic 4.34, Black 4.57, White 4.24, EL 4.34 Rigor All 4.01, Female 3.95, Male 4.03, Hispanic 4.01, Black4.15, White 4.05, EL 4.01 Hope All 4.38,Female 4.38, Male 4.38, Hispanic 4.38, Black 4.62, White 4.40, EL 4.41	All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.42, Female 4.59, Male 4.36, Hispanic 4.49, Black 4.57, White 4.32, EL 4.50 Belonging All 4.11, Female 4.26, Male 4.05, Hispanic 4.17, Black 4.23, White 4.05, EL 4.21 Self Efficacy All 4.23, Female 4.28, Male 4.22, Hispanic 4.26, Black 4.44, White 4.21, EL 4.34 Rigor All 3.98, Female 4.04, Male 3.96, Hispanic 4.01, Black 4.16, White 4.00, EL 3.99 Hope All 4.33,Female 4.38, Male 4.30, Hispanic		All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.41, Female 4.55, Male 4.36, Hispanic 4.34, Black 4.43, White 4.61, EL 4.43 Belonging All 4.09, Female 4.22, Male 4.05, Hispanic 4.09, Black 3.99, White 4.17, EL 4.11 Self Efficacy All 4.24, Female 4.26, Male 4.23, Hispanic 4.21, Black 4.30, White 4.30, EL 4.26 Rigor All 4.01, Female 4.09, Male 3.99, Hispanic 3.99, Black 4.04, White 4.21, EL 4.05 Hope All 4.30,Female 4.37, Male 4.30, Hispanic	All Students, Scoring from 1-5, Available disaggregation: Basic Needs All 4.3, Female 4.16, Male 4.34, Hispanic 4.3, Black 4.47, White 4.42, EL 4.25 Belonging All 4.05, Female 4.01, Male 4.07, Hispanic 4.05, Black 4.13, White 4.0, EL 4.12 Self Efficacy All 4.34, Female 4.29, Male 4.36, Hispanic 4.34, Black 4.57, White 4.24, EL 4.34 Rigor All 4.01, Female 3.95, Male 4.03, Hispanic 4.01, Black4.15, White 4.05, EL 4.01 Hope All 4.38,Female 4.38, Male 4.38, Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			4.30, Black 4.63, White 4.30, EL 4.44 (2024-25)		4.33, Black 4.32, White 4.42, EL 4.32 (2025-26)	4.38, Black 4.62, White 4.40, EL 4.41
2.3	3A - Program satisfaction surveys (support services, enrichment opportunities) from Students, Staff, Parents & Partners	Staff: 87.3% score 4 or 5 on a scale of 1-5 on satisfied with employment at JMCS (2023-24) Students: 67.9% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals (2023-24) Parents: 90% score 4 or 5 on a scale of 1-5 rating their child's experience at JMCS (2023-24) Partners: 74.3% score 4 or 5 on a scale of 1-5 on whether JMCS is meeting LCAP Goals (2023-24) NOTE: This survey was adjusted in 2024-25 to capture data specific to goals & actions in 2024-27 LCAP. Percentage of respondents rating JMCS services 4 or 5 on a scale from 1-5.	Students: Overall 85.8% Career Prep 70.6% College Prep 66.9% Safety 88.7% Enrichment Activity 91.9% (2024-25) Staff: Employment 88.5% Safety 100% Academics 69.2% Advising for College/Career 73.1% Mental Health 75% PD for Academics 75% PD for EL Support 46.1% PD for SWD Support 51.9% (2024-25) Parents/Guardians: Career Prep 62.5% College Prep 75% Guidance 75% EL Support 62.5% SWD Support 62.5% Mental Health (Yes + Somewhat) 75% (2024-25) Partners: Overall 94.1% Academics 100% Enrichment 70.6% EL Support 76.5% SWD Support 68.8%		Data Not Yet Collected	85% of respondents rate JMCS services 4 or 5 on a scale from 1-5.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Advising for College/Career 76.5% Mental Health (Yes + Somewhat) 71% (2024-25)			
2.4	5A - Dashboard Graduation Rate Indicator (4/5 Year Cohort and 1-Year Alternative) (disaggregated by required reporting groups)	4/5 Year Cohort: 27.6% Graduation Rate Schoolwide By Group: Hispanic 27.7% EL 20.9% SED 27% Foster 15.40% SWD 15.5% Homeless 27.5% (2022-23)

DASS 1 Year Cohort: 70% Graduation Rate Schoolwide By Group: Hispanic 65.6% EL 88.2% SED 68.6% Foster - Not reported SWD - 54.2% Homeless 66.7% (2022-23) | 4/5 Year Cohort: 32% Graduation Rate Schoolwide By Group: Hispanic 31.4% EL 30.9% LTEL 34.7% SED 32% Foster Not reported SWD 36.4% Homeless 28.6% (2023-24)

DASS 1 Year Cohort: 78.9% Graduation Rate Schoolwide By Group: Hispanic 80.1% EL 87.1% LTEL 86.7 SED 79.3% Foster - Not reported SWD - 81.8% Homeless 69.4% (2023-24) | | 4/5 Year Cohort: 44.9% Graduation Rate Schoolwide By Group: Hispanic 45.2 EL 37.2% LTEL 44.4% SED 44% Foster Not reported SWD 46.2% Homeless 36.1% (2024-25)

DASS 1 Year Cohort: Data Not Yet Collected (2024-25) | 4/5 Year Cohort: 31% Graduation Rate Schoolwide By Group: Hispanic 31% EL 23% LTEL 35% SED 30% Foster 19% SWD 19% Homeless 31%

DASS 1 Year Cohort: 75% Graduation Rate Schoolwide By Group: Hispanic 70% EL 91% LTEL 91% SED 72% Foster - Not reported SWD 57% Homeless 70% |
| 2.5 | 4A - Career and College Indicator | 0% of students "Prepared" or Approaching Prepared". (2022-23) | 11.7% Approaching Prepared (2023-24) 9.8% Prepared (2023-24) | | 13.4% Approaching Prepared (2024-25) 20.7% Prepared (2024-25) | 50% Approaching Prepared 25% Prepared |
| 2.6 | 8A - Local measures of academic growth (i.e. Renaissance STAR or other growth measure) (disaggregated by required reporting groups) | STAR All students ELA GLE Growth .5 By Student Group: Hispanic .5 EL .3 SED .5 | STAR All students ELA GLE Growth .8 By Student Group: Hispanic .7 EL .6 SED .8 | | Data Not Yet Collected | STAR All students ELA GLE Growth .6 By Student Group: Hispanic .7 EL .4 SED .7 |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Foster .4 SWD .4 Homeless .4 (2023-24) All students Math GLE Growth .7 By Student Group: Hispanic .8 EL .3 SED .7 Foster .7 SWD .5 Homeless .7 (2023-24)	Foster .5 SWD .7 Homeless .6 (2024-25) All students Math GLE Growth .8 By Student Group: Hispanic .8 EL .7 SED .8 Foster .1 SWD .9 Homeless .8 (2024-25)			Foster .4 SWD .4 Homeless .4 All students Math GLE Growth .8 By Student Group: Hispanic .9 EL .3 SED .9 Foster .7 SWD .5 Homeless .7
2.7	4B - EL Reclassification Rate	0% of students reclassified FEP (2020-21) 0% of LTEL Reclassified FEP (2023-24)	***Data not provided by CDE***		Data Not Yet Collected	3% of students reclassified FEP 3% of LTEL reclassified FEP
2.8	8B - Local measures of language acquisition for ADEL (i.e. CASAS or other growth measure)	CASAS: 0% Students advance skill level 0% students maintain level	CASAS: 47.8% Students advance one or more skill levels 43.7% students maintain level		Data Not Yet Collected	CASAS 60% Students advance skill level 50% students maintain level
2.9	1B -Teacher Assignment Monitoring Outcomes	Total FTE: 34.1 Clear 59.7% Out of Field 29.7% Intern 0 Ineffective 0 Incomplete 2.3% Unknown 8.3% (2021-22)	Total FTE: 32.5 Clear 60.5% Out of Field 24.2% Intern 0 Ineffective 10% Incomplete 5.4% Unknown 0% (2022-23)		Total FTE: 36.3 Clear 60.3% Out of Field 23.2% Intern 5.5% Ineffective 11% Incomplete 0% Unknown 0% (2023-24)	Appropriately assigned and fully credentialed or properly permitted teachers.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Student Academic Achievement, Attendance, Wellbeing, and Progress Tracking** 1. Hire additional staff in key regions to perform student attendance checks and attendance monitoring on a daily basis. 2. Increase staffing to address the availability and accessibility of socio-emotional support services, including counseling, mental health resources, and crisis intervention programs. 3. Identify and utilize student progress monitoring tools. 4. Mental health assessments, and counseling services provided by contracted behavior health services. 5. Student Climate/Equity Survey. 6. Monitor student academic achievement by student groups to identify and rectify gaps across student groups.	Yes	Partially Implemented	1.Staff has been hired to perform this duty, and data is currently being collected. 2.Staff has been added, including in counseling. 3.Teachers are using a variety of progress monitoring tools, and JMCS will continue to explore this area. 4. Within the JMCS enrollment process is the "Heads Up, Checkup" mental health screening tool. Student input is reviewed by school counseling staff, with follow-up and interventions as is appropriate. 5.JMCS will conduct the survey in the spring of2025, and review data with key educational partners to	1. Staffing rolls, outreach tracking through School Messenger (PowerSchool). 2. Counseling services staff, case notes, PD agendas regarding intervention strategies with Student Services Dept. 3. Nearpod (Ren STAR) - used to monitor student basic skill attainment and growth. 4. Use of Heads Up Checkup, counseling and student services follow-up case notes and tracking. 5. Survey results. 6. CAASPP, CAST and STAR scores, Data reports, presentations and analysis.	$426,262.00	$201,461

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				inform programming. 6.JMCS utilizes both internal and external methods to monitor disaggregated students academic achievement data.			
2.2	**Teacher Professional Preparation and Credentialing** 1. Ensure that teachers are properly prepared to address academic and SEL barriers students may have and possess CTC-approved documents to teach at JMCS. 2. Provide on-boarding for all new teachers and instructional staff as well as expansion of PD focused on serving Socio-economically Disadvantaged students, which are 97% of all JMCS students, Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth through examining and emphasizing best practices for culturally responsive teaching.	Yes	Fully Implemented	1.JMCS ensures that staff is properly credentialed or holds an allowable permit to serve students. In addition there is ongoing comprehensive PD for all staff that is focused on meeting the academic and SEL needs of students. 2.New staff are onboarded over several days as an introduction to the JMCS resources and systems. They are provided a mentor who supports them in meeting the expectations of teaching at	1. CTE teacher staffing. 2. On-boarding mentors & activity tracking, PD and workshop agendas to support new staff in instructional practices, school policies and procedures, Engaging and relevant learning materials, enrichment focused on well-being activities.	$7,500.00	$8,427

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				JMCS, including best practices for effective teaching of Hispanic students, EL students, Students with Disabilities, as well as Foster and Homeless Youth.			

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	8181314	7845768
LCFF Supplemental/Concentration Grants	2475576	2374044

Projected Revenue by Fund Source